



Charter Renewal Site Visit Questionnaire

Dear School Leader,

The renewal site visit schedule will draw on the current implementation steps of the major improvement strategies identified in the Unified Improvement Plan (UIP) as identified by the school leader during the pre-visit call. If needed, organizational and financial components will be added to the site visit if these areas have been identified for improvement in the DCSD Compliance Process, or through conversations with the DCSD Office of Choice Programming.

The site visit protocol will primarily focus on areas for collaborative school improvement, and the visit will also include an opportunity for the school to highlight components of their program that are unique or are a source of pride for the school. Site visits may include instructional observations, focus groups with staff, students, and interviews with school Board members and any other relevant governing committees. The visit may include additional components as determined during the planning call.

Please review the form below prior to the pre-visit planning call. After the conversation, an initial draft will be provided to the school leader to review in order to ensure that the outcomes for the site visit are clear and mutually agreed upon.

Pre-Visit Questionnaire (Please Complete)

Site Visit Contact Name	Bethany Merklng
Site Visit Contact Title	Principal
Site Visit Contact Email	bethany.merkling@worldcompassacademy.com
Site Visit Contact Cell Phone	3035627568
Visit Date	10/1/2024

Section 1 - Pre-visit Planning Call Prep - The area in “Charter Response” should be completed by the Charter Leader prior to the Site Planning Call. The Reviewer will add notes and responses in preparation for the Site Visit.

School Mission

Question from DCSD	Charter Response	Reviewer Response and Notes
Describe your school’s mission and vision	At World Compass Academy, our vision is to empower students to become globally-minded citizens who confidently navigate the challenges and opportunities of the future. We are dedicated to fostering an inclusive environment where every student feels valued, supported, and encouraged to thrive. Our mission is to promote academic excellence while nurturing character development and cultivating a deep awareness of diverse cultures and global perspectives. We strive to inspire curiosity and a lifelong love of learning, equipping students with the skills and values needed to make a meaningful impact in both their local and global communities. Through these commitments, we prepare our students to face the world with confidence, empathy, and a sense of responsibility.	
How might the site visit team observe the school’s mission/vision?	<ul style="list-style-type: none"> +Artwork and visuals on display in the school +Immersion language classes +Social contracts on the wall of each classroom +Learning targets posted in each classroom +Teachers starting classes with a relationship building activity +Ask middle school schools students about Diversity Day or Service Day 	

Academic Components

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #1	Inform instruction through data tracking and analysis	
Observable Action Step(s)/Implementation Benchmark	<ul style="list-style-type: none"> ● Shared writing rubrics ● Benchmark writing samples scored according to the rubric throughout the year ● Goal setting based on CMAS and MAP data ● Math Explaining Thinking Rubrics 	
How might the site visit team observe this action step/Implementation Benchmark?	<p>We are happy to provide copies of our rubrics and share samples of student benchmark writing and math assignments that have been scored according to these rubrics. During classroom observations, you will notice an emphasis on writing across the curriculum, particularly the use of the RACES model to guide student responses.</p> <p>Additionally, the team has identified explaining thinking as a critical area of focus for student improvement. As a result, you will observe teachers across classrooms emphasizing student reasoning and explanation in both writing and math instruction.</p>	

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #2	Tiered Supports for K-3 Reading Students Not Meeting Reading Benchmarks	
Observable Action Step(s)/Implementation Benchmark	<ul style="list-style-type: none"> ● Targeted intervention groups led by Ms. Morris and Ms. Cain ● Tutoring sessions through the America Reads program ● A clearly defined menu of evidence-based interventions to support struggling readers <ul style="list-style-type: none"> ○ Iready differentiated lessons (Tier 1) ○ Scottish Rite Dyslexia Reading Program (Tier 2) ○ America Reads-Star Fall Reading (Tier 2) ○ Wilson Reading (Tier 3) ○ Benchmark Intervention- Steps to Advance (Tier 3) 	
How might the site visit team observe this action step/Implementation Benchmark?	During the site visit, the team will be able to observe intervention groups in action, conducted by Ms. Morris, where students receive targeted reading support based on their specific needs. You may also have the opportunity to see America Reads tutoring sessions, which provide additional one-on-one or small group reading assistance to students not meeting benchmarks.	

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #3	Implement systemic processes and curriculum K-8	
Observable Action Step(s)/Implementation Benchmark	<ul style="list-style-type: none"> ● Benchmark Writing curriculum implemented for K-5 (introduced Fall 2023) ● RACES (Restate, Answer, Cite, Explain, Summarize) writing strategy used across K-8 ● Classroom Social Contracts developed collaboratively with students ● Posted learning objectives in every classroom to guide instruction ● Cougar Cash incentive system as part of our PBIS (Positive Behavioral Interventions and Supports) model ● Implementation of Second Step (social-emotional learning), Core Knowledge Science/History, Into Math ● Core Knowledge Language Arts (grades 2-8) 	
How might the site visit team observe this action step/Implementation Benchmark?	<p>During the site visit, you will observe the systemic implementation of curriculum and processes that support our academic and social-emotional goals. Classrooms will showcase visible social contracts, co-created with students to promote ownership of behavior expectations and build positive community. Learning objectives will be clearly posted in every classroom, ensuring a</p>	

	<p>focus on student outcomes and alignment with instructional goals. In K-5, you will see Benchmark Writing being used, while in grades K-8, students will be employing the RACES writing strategy across subjects.</p> <p>Furthermore, the Cougar Cash system will be in action as part of our PBIS model, where students earn rewards for positive behaviors. You will also see our use of comprehensive curricula such as Second Step for social-emotional learning, Core Knowledge for Science and History, Into Math, and Core Knowledge Language Arts for grades 2-8, providing students with consistent, high-quality content across all grade levels.</p>	
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If there are additional focus areas identified for improvement within the school that will be highlighted during the site visit, in the renewal application, or mentioned during the renewal process, please describe them here.

Optional Additional Focus Areas

Additional Focus Areas	Charter Response	Reviewer Response and Notes
How might the site visit team observe these additional focus areas?	Identify any additional areas of focus here:	

Required Components of the Renewal Site Visit:

[Click These Links to Jump to the Section](#)

[Classroom Observations](#)

[Governing Board Obligations and Board Member interview](#)

[Board Governance](#)

[Staff Interviews](#)

[Student focus group \(if appropriate for grades served\)](#)

Classroom Observations - Instruction

****Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.***

CRITERIA	0	1	2	3	SCORE
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are partially intellectually engaged, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	3
Curriculum	The school does not have research-based, Common Core/CAS-aligned curricula in place.	The school has research-based, Common Core/CAS-aligned curricula for all core subjects in place. There are scope and sequence documents that outline grade and subject learning objectives; teachers	All criteria for partially meets expectations plus: Common Core/CAS-aligned curricula and resources extend into intervention, special education, acceleration, the arts, and PE.	All criteria for meets expectations plus: The school has tailored their curriculum to meet the needs of the particular student population.	3

		are familiar with curriculum documents and use them consistently to guide their planning.			
Academic Intervention and Acceleration	The school provides limited support for students who are struggling academically or in need of acceleration. The RTI process is not systematically structured to assist all learners in need of intervention.	Tiered interventions are in place to provide needed additional academic and behavior support. Although the MTSS/RTI process is in place and used by some teachers, the MTSS/RTI process is unclear to some.	All criteria for partially meets expectations plus: There are sufficient research-based resources and strategies available to provide services to students in need of intervention and/or acceleration.	All criteria for meets expectations plus: The school collects data to inform and regularly evaluate the effectiveness of academic intervention and acceleration programming.	3
English Language Development	Observed content instruction does not demonstrate explicit strategies to effectively meet the needs of Multilingual Learners (MLL). The focus of the lesson is on content, not on language.	Observed content instruction meets the needs of only a subset of MLL students. Language is referenced but is not taught explicitly and/or the teacher provides some opportunities for students to practice language orally and/or in writing.	Observed content instruction meets the needs of all MLL students. Instruction explicitly addresses academic language and vocabulary, and teachers provide regular opportunities for students to practice language orally and/or in writing.	All criteria for meets expectations plus: Strategies and supports utilized for MLL students (in ELD or content classes) are monitored on an ongoing basis for effectiveness.	

Special Education Instruction	Observed Special Education instruction and instructional environment provides minimal access to the appropriate grade level standards. Systems for developing IEPs do not result in a clear connection between the strengths and needs identified in the present levels, goals, and the service delivery statement.	Observed Special Education instruction and instructional environment provides access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc. There is a system in place to collect progress monitoring data, including evidence of student progress and growth.	Observed Special Education instruction and instructional environment provide meaningful access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc.	All criteria for meets expectations plus: instruction and systems result in quality of programming that exceeds compliance standards.	3
Total Score					15

Scoring Scale: Instruction	Total
Exemplary	12-15
Meets Standards	9-11
Needs Improvement	7-8
Inadequate	0-6

Classroom Observations - School Culture

****Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.***

CRITERIA	0	1	2	3	SCORE
Creating an Environment of Respect	Classroom interactions, both between the teacher and students and among students are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.	3
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.	3

Managing Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teachers make an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior.	3
Total Score					9

Scoring Scale: School Culture	Total
Exemplary	8-9
Meets Standards	5-7
Needs Improvement	3-4
Inadequate	0-2

Board Legal Obligations

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

Item	Met (1) / Not Met (0)	Notes
Bylaws in place that outline board role and legal obligation	1	WCA Bylaws - Current WCA bylaws have been in place (with amendments) since the school's inception and govern Board roles and obligations.(KG)
Articles of incorporation in place that indicate current nonprofit status	1	Articles of Incorporation - Articles of Incorporation for World Compass Academy are viewable on the Colorado Secretary of States website.(KG)
Board handbook in place that outlines board member expectations	1	Board Handbook - The Board maintains a handbook that provides guidelines for governance (KG)
Financial transparency compliance	1	Financial Transparency - The Board and finance committee publish and review monthly budgets and post them to the WCA website.(KG)
Financial reporting compliance	1	Financial Transparency - WCA complies with all financial reporting policies and posts all information to the WCA website. (KG)
Board complies with open meetings requirements	1	Board Meeting Agendas / Minutes - The Board Secretary posts all meeting agendas and sunshines each meeting via the WCA website and sunshine email distribution list at least 24 hours in advance. If more than 2 Board members are meeting, all meetings are posted and sunshine'd. All Board members know Open Meeting Laws and have

		completed an Executive Session Affidavit. (KG)
Board holds meetings (at least quarterly)	1	Board Meeting Agendas / Minutes - The Board meets monthly and posts all meeting minutes and agenda's to the WCA website. (KG)
Regular revision and approval of key policies (employment, enrollment, etc.)	1	The Board maintains a calendar of policies to review each month. Policies are presented by the Compliance Committee for review and any revisions are read before being adopted and published the following month. (KG)
Approval of annual audit	1	Financial Transparency - Yearly financial audits are posted to the Financial Transparency website and reviewed and approved at Board meetings after completion. (KG)
Approval of annual budget	1	Financial Transparency - WCA prepares and approves a financial budget each year at Board meetings. Motions are voted on to approve each yearly budget prior to being adopted. (KG)
Board meets authorizer deadlines and requirements	1	The Board submits all required documentation to our authorizer DCSD in compliance with all deadlines. (KG)
The charter school has adopted and implemented conflict of interest policies that prevent real or apparent conflicts of interest.	1	Conflict of Interest Form - Each Board member is required to fill out and submit a yearly Conflict of Interest form. Completed forms are kept in the Secretary binder in the front office. (KG)
The charter school administration provides monthly financial reports to its governing board for review and approval.	1	WCA Board Agendas / Minutes - The Admin and Finance Committee present monthly financial reports to the Board for review each month. If an amendment must be made, this is voted on and adopted via a resolution. Monthly finance reports can be found linked in each monthly Board agenda on the WCA website. (KG)
Total Score	14	

Scoring Scale: Board Legal Obligations	Total
Exemplary	13-14
Meets Standards	11-12
Needs Improvement	9-10
Inadequate	0-8

Board Governance

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

CRITERIA	0	1	2	3	SCORE
Academic Oversight	The Board does not receive sufficient data on the school's academic performance to understand how the school is performing.	The Board regularly monitors some academic metrics, which they use to guide decision making. However, the Board lacks sufficient expertise to fully understand all data.	The Board has members with expertise in E-12 education, and all Board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board.	All criteria for meets expectations plus: The Board receives annual PD on student achievement data.	3
Financial Oversight	The Board does not regularly monitor the school's financial performance.	The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget versus actuals. There is a comprehensive,	All criteria for partially meets expectations plus: The Board has members with finance expertise, and all Board members are able to understand budgets, audits, and	All criteria for meets expectations plus: The Board sets and monitors progress towards financial goals that are related to the school's long-term financial health.	3

		Board-adopted financial policies document in place that is followed by both the Board and school leadership. The Board monitors implementation of internal controls.	development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections.		
Operational Oversight	The Board does not monitor operational metrics — such as facilities, transportation, school culture, and enrollment metrics as appropriate for the school — or does not use data to inform decision making.	The Board regularly monitors some of the school’s operational metrics, which they use to guide decision making. However, the Board lacks sufficient expertise to fully understand all data or data conversations are incomplete.	The Board has members with expertise in school operations, and all Board members are able to understand operational data. Appropriate operational metrics are regularly monitored by the Board. The Board sets goals around relevant operations systems.	All criteria for meets expectations plus: The Board receives annual PD on relevant operational data.	3
Strategic Planning	The Board does not engage in strategic planning and spends the majority of its time on reactive conversations and decisions.	The Board has expertise in strategy and long-term planning but spends close to half its time on reactive conversations and decisions.	The Board regularly engages in strategic planning to influence the school’s short- and long-term direction as appropriate for its stage of	All criteria for meets expectations plus: The Board has a formal long-term strategic plan that is revisited and revised as needed on an annual basis.	3

			development.		
Human Capital Oversight	The Board has not discussed future leadership plans within the last twelve months.	The Board has discussed leadership succession in the last twelve months but has not developed any corresponding written plans.	The Board has a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition of leadership. The Board evaluates the school leader at least annually.	All criteria for meets expectations plus: There is a strong plan for developing /maintaining a school leader pipeline, including both internal candidate development and external partnerships for leadership development.	3
Total Scores					15

Scoring Scale: Board Governance	Total
Exemplary	13-15
Meets Standards	11-12
Needs Improvement	9-10
Inadequate	0-8

Overall Scoring for Site Visit	Rating
Instruction	Exemplary
School Culture	Exemplary
Board Legal Obligations	Exemplary
Board Governance	Exemplary

Staff Interview Notes

Notes from Reviewer	<p>Interviews with staff included assistant principals in one group and then a representative group of teaching staff. Responses from each group, interviewed separately, mirrored each other. Culture and Collaboration were identified as a cornerstone of what makes World Compass “work” as a school. There is a laser focus on students and what is best for them, what will serve them best in terms of preparing them academically, social, and in terms of character. Assistant principals noted that both the administrative team and the faculty bring a diversity of skill sets and represent a high level of diversity in terms of ethnicity, culture, background and experience. The school seeks to empower the expertise in the building.</p> <p>Both groups spoke independently of common goals, tied to the school’s mission and vision. Staff mentioned on several occasions that the administration listens and respects the opinions of the faculty and staff. They cited the high level of communication between administration and staff, between board and administration, board and</p>
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staff, board and community and administration and community, as well as the high value placed on regular communication between staff and parents. Staff noted the wide berth they are afforded when implementing the curriculum. Staff and the assistant principals also noted the high level of transparency that is a common value within the school's culture. Staff noted that students are ability grouped, which makes "push in" easier and facilitates meeting student needs.

In terms of ongoing challenges, the assistant principals noted the ongoing challenge to close the gap between the macro and micro views of the work they do, but noted that there exists a common academic language that facilitates this ongoing effort.

Staff noted that there is a high value on everyone balancing their personal and professional lives, lest the work become all-consuming.

In terms of specific conversations with special education staff, the team noted that the school, while occasionally having a high needs student, primarily serves mild and moderate needs and that the school's SPED population represents approximately 10-15% of the population. The school is particularly well staff, with full time positions for the Executive Director of SPED and Intern positions, as well as full time speech pathologist, social worker and two case managers. O.T. services are delivered online

The school offers a full range of accommodations to the special needs students, all based on their disabilities and IEP's Professional development in the area of ESS is

	<p>frequent and specific, much of the PD offered by the district. Staff receives regular training on reviewing IEP's discussing accommodations and offering social/emotional support. The staff has also completed Crisis Prevention Intervention training.</p>
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Student Interview Notes

<p>Notes from Reviewer</p>	<p>A large group of students sat for the interview, representing 5th through 8th grades. When asked what they would like to see never change at the school, they listed the wide range of foreign language options available, sports and extracurricular activities and multiple elective options. They also highly value their student council, known at World Compass as the Cougar Committee.</p> <p>When asked what areas they would change or adjust, they noted more time for language immersion, especially after school as an extracurricular option. They noted uniforms in this list as well. They expressed a desire for a uniform homework policy and a balancing of homework so that students do not find themselves having several major projects due at the same time.</p> <p>When asked about safety, answers ranged from very safe (10) to one rating of 6.</p> <p>8th grade students reported that they felt very prepared academically for high school, but were concerned about the social adjustment that would be necessary, the size of the traditional DougCo high schools, and the culture of the high schools.</p>
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